

**THE INFLUENCE OF USING STORY CIRCLE TOWARDS STUDENTS'  
NARRATIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER  
OF NINTH GRADE AT MTs NEGERI 2 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2019/2020**



**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for S1 Degree**

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## ABSTRACT

The research was performed based on the preliminary research which showed the students' writing score in narrative text was still below the criteria of minimum mastery (KKM) at MTs Negeri 2 Bandar Lampung. The student got difficulties to develop and express the idea in narrative text writing. The students also often do not know how to get starting point for their writing because of their limited vocabulary and poor knowledge of English grammatical rules. The purpose of this research was to find out whether there is or not the influence of using story circle towards students' narrative text writing ability at the first semester of the ninth grade of MTs Negeri 2 Bandar Lampung in the academic year of 2019/2020. There were two variables in this research, the independent variable was story circle (X) and dependent variable was the students'.

The research methodology was quasi experimental design with pre-test and pos-test. The population of this research was students of the ninth grade students of MTs Negeri 2 Bandar Lampung. The samples of this research were two classes consisting of 40 students for experimental class and 39 students for control class. In collecting the data, the researcher used instrument test, there were pre-test and post-test.

After giving the post test, the researcher analyzed the data by using simple T-test. From the data analysis by using SPSS, it was obtained that  $Sig = 0,03$ . It means  $H_a$  is accepted because  $Sig < 0.05$ . So, there is an Influence of Story Circle Towards Students' Writing Narrative Text at the First Semester of the Ninth Grade in MTs Negeri 2 Bandar Lampung in the Academic Year of 2019/2020.

**Keywords :** *Narrative Text, Story Circle, Experimental Design, Writing Ability.*





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TOWARDS STUDENTS' NARRATIVE TEXT  
WRITING ABILITY AT THE FIRST SEMESTER  
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## DECLARATION

I hereby that this thesis entitled “**The Influence of Using Story Circle Towards Students’ Narrative Text Writing Ability at The First Semester of Ninth Grade at MTs Negeri 2 Bandar Lampung in The Academic Year of 2019/2020**” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the next.



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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

He who has taught (the use of) the pen (4), Taught man that which He knew not(5).<sup>1</sup> ( QS. Al-Alaq:4-5)



---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Quran Text and Translation*. ( New Delhi: Millat BookCentre, 2006), p.701

## DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Agus Kusworo, M.H and Mrs. Azilah, S.Ag who always love me and keep on praying for my life and succes. Thanks for all the best to me and give me motivation to study hard until now. I love them so much.
3. My beloved sisters Amalia Sekar Kusumawardhani, Adienda Tri Dinanti Prameswari, Rafieka Mahardhini Putri and my brother Satrio Bregaz Yudhaprawira who love, care, support and cheer me up until the completion of this thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self development.

## **CURRICULUM VITAE**

The name of the researcher is Imelda Ayu Widyaswara. She was born in Bandar Lampung on November 30<sup>th</sup> 1997. She is the first child of five children of Mr. Agus Kusworo, M.H and Mrs. Azilah, S.Ag. She has three sisters whose name are Amalia Sekar Kusumawardhani, Adienda Tri Dinanti Prameswari, Rafieka Mahardhini Putri and one brother name is Satrio Bregaz Yudhaprawira .

In her academic background, she accomplished her formal education at TK. Nurul Fu'ad and finished in 2004. Then, she entered Elementary School at SD Negeri 1 Karang Maritim and finished on 2009. Then, she continued her school at MTs Negeri 1 Bandar Lampung and attended on 2012. After that, she continued her school at SMAN 6 Bandar Lampung and completed on 2015. Then, she registered as a student of English study Program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.



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Alhamdulillah Praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Story Circle Towards Students’ Narrative Text Writing Ability at The First Semester of Ninth Grade at MTs Negeri 2 Bandar Lampung in The Academic Year 2019/2020”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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11. Everyone who has helped and given contribution in finishing this thesis whose names cannot be mentioned one by one.The researcher also apologizes if she missed anybody.



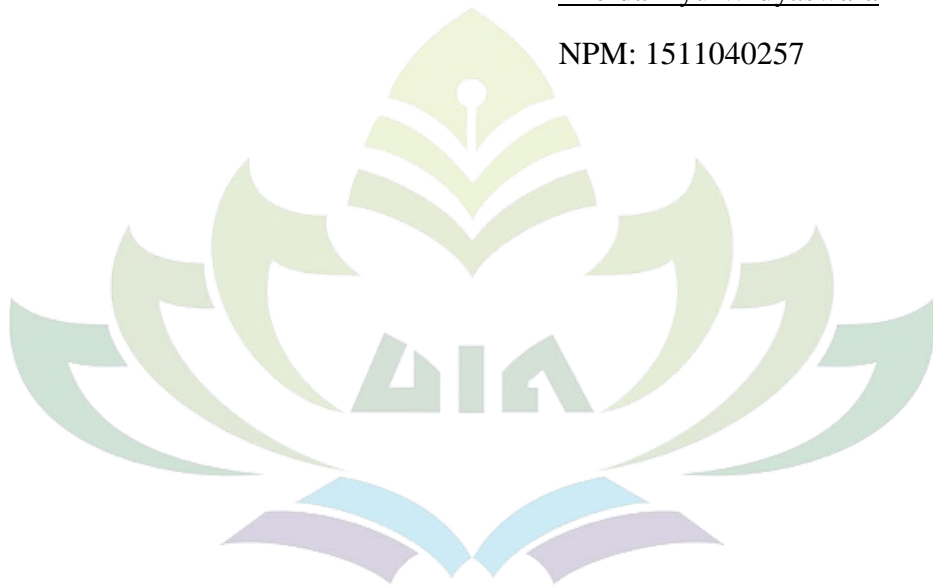
Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019

Researcher,

Imelda Ayu Widyaswara

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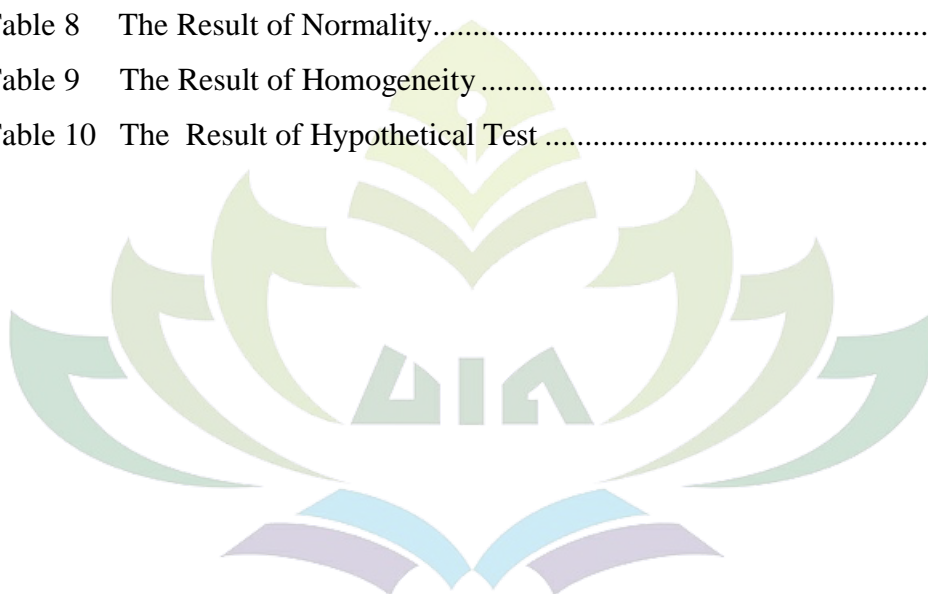
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In teaching and learning process of English subject, students are required to master four English skills: they are listening, speaking, reading, and writing. Listening and reading are included in passive or receptive skill, while speaking and writing belong to active or productive skills.<sup>1</sup> It means that the students must master all of skills. Nevertheless, those skill have to be mastered by the students, especially writing skill because Harmer states that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.<sup>2</sup>

Writing is difficult subject especially for the students. Writing is a mixture of our idea, vocabulary, and also grammar. Raimes stated that there are many elements that should be considered and noticed in producing a piece of writing. For examples content, grammar, syntax, mechanics, organization, word choice and so forth.<sup>3</sup> It means that in producing writing the students should consider them therefore the students

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* ( Essex: Longman, 2001), p.199

<sup>2</sup> Jeremy Harmer, *How to Teach Writing* ( Essex: Longman, 2004), p.3

<sup>3</sup> Raimes, *Teaching Writing Skill*, ( Oxfoard. Oxfoard University Press. 1983 ) p.6

Should also master vocabulary and know how to use grammar in making good texts or sentences.

Based on syllabus of Junior High School, there are several texts that must be taught in writing at Junior High School. They are functional texts and monolog texts. Functional texts consist of notice/caution, greeting card, short message, invitation, announcement and advertisement. The monolog texts consist of procedure, descriptive, narrative, recount and report texts.<sup>4</sup> Each text has different social function, schematic structures, and language features. One of the types taught for the ninth grade students of Junior High School is narrative text .

Narrative is telling story.<sup>5</sup> Its social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the character and resolution contains the problem resolved. Those are generic structure of the authentic texts of narrative text that students can find in the daily life. It is helpful for the students in leaning narrative writing.

Based on preliminary research that was conducted January, 25<sup>th</sup> 2019, found that the writing ability especially writing narrative text of the ninth grade at MTs Negeri 2 is still low. It was supported by the result of

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<sup>4</sup> *English Subject Syllabus of Junior High School*. Unpublished

<sup>5</sup> R.K. Sadler and T.A.S Hayllar, *Text in Action I*, an English Workbook, (Macmillan: Macmillan, 2000), p. 12



interview to the English teacher at MTs Negeri 2 Bandar Lampung, Dra. Isnaini Ramadhona, M.Pd. The teacher said there are 3 levels of classes. The first name class is excellent class consist U1-U2, the second name class is special class consist 9A-9C , and the third name class is regular class consist 9D-9J, than the researcher choose the regular class. The score was taken from writing test, the teacher asked the students to make a short narrative text. It can be seen from the table result score below:<sup>6</sup>

**Table 1**  
**Students' Writing Score n Narrative Text of Ninth Grade**  
**At MTs Negeri 2 Bandar Lampung in Academic Year 2019/2020**

No	Class	Students' Score		Number of Student
		75	≥75	
1	IX D	23	17	40
2	IX E	28	11	39
3	IX F	27	13	40
4	IX G	25	15	40
5	IX H	26	14	40
6	IX I	24	16	40
7	IX J	25	15	40
<b>Total Number of Students</b>		178	101	279
<b>Percentage</b>		<b>63,6%</b>	<b>36,2%</b>	<b>100%</b>

*Source :Data from English teacher of MTs Negeri 2 Bandar Lampung*

Based on pre research of the student above, the total number of students in regular class are still under average than is passed. There are 178 students in still under KKM (63,6%) and 101 students in passed KKM (36,2%) . It can be inferred that the achievement of students in writing learning process especially narrative text is relatively low because the

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<sup>6</sup> Source: Mrs. Drs. Isnaini Ramadhona, M.Pd. *as English Teacher* at MTs Negeri 2 Bandar Lampung.

criteria of minimum mastery ( KKM ) at MTs Negeri 2 Bandar Lampung is 75.<sup>7</sup>

Some of the Junior High School especially at MTs Negeri 2, students still had difficulties in writing learning process. When the English teacher asks them to write a narrative text, only few of them understand the narrative text. The result of their assignment of narrative text is not satisfactory. Some of them still had difficulties in using correct grammar. They also had low vocabulary mastery. Based on the interview to the teacher, she said that she used the free writing to teach writing. The teacher said that one of problem is that students' English ability is low because students often make fundamental errors in English usage. The students got difficulties to develop and express the idea in making narrative text writing. The students also often do not know how to get starting point for their writing because of their limited vocabulary and poor knowledge of English grammatical rules.

To overcome this problem, English teachers must implement appropriate steps to improve their writing skills to produce good written text, for example by using story circle. Story circle is a common group-writing activity, which has all the students writing at the same time.<sup>8</sup> This

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<sup>7</sup> Ramadhona Isnaini, *English's Score of Ninth Grade at MTs Negeri 2 Bandar Lampung*, in January 2019, Unpublished.

<sup>8</sup> Jeremy Harmer, *Op.Cit*, p.78

activity might help the students explore their creativity and learning process to be more enjoyable.

The previous research on using story circle was conducted by Frisca Meisyah S. on her thesis “The Influence of Using Story Circle Towards Students’ Writing Recount Text at the first semester of eighth grade at SMP Negeri 3 Jati Agung, Lampung Selatan of 2014/2015” it showed that by using story circle believed that students’ writing will be improved, students will enjoy learning together as their learning can be facilitated through working in group.<sup>9</sup>

The previous research on using story circle was conducted by Fajar Dwi Atmoko on his thesis “The Influence of Using Story Circle Towards Students Writing Ability of The Eleventh Class of SMA Negeri1 Pringsewu in 2009/2010” it showed that by using story circle in teaching learning writing will make good chance for students to develop their writing ability.<sup>10</sup>

Based on explanation above, story circle is a common group-writing activity, which has all the students writing at the same time.<sup>11</sup> The story circle is one activity for teaching English Writing. When the students

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<sup>9</sup> Frisca Meisya S, on her thesis “The influence of using story circle towards students’ writing recount text at the second semester of eighth grade at SMP Negeri 3 Jati Agung, Lampung Selatan of 2014/2015 ”, Faculty English Department STKIP –PGRI, 2015, p.17

<sup>10</sup> Fajar Dwi Atmoko, on his thesis “*The influence of using story circle towards students writing ability at the second semester of the eleventh class of SMA Negeri 1 Pringsewu in 2009/2010*”, Faculty English Department STKIP –PGRI, 2010, p.15

<sup>11</sup> Jeremy Harmer, *Op.Cit*, p.78



enjoy the writing class, they can master writing ability, easy to understand and express their ideas. The novelty of this the present research is to know The Influence of Using Story Circle Towards Students' Narrative Writing Ability of Ninth Grade at MTs Negeri 2 Bandar Lampung.

## **B. Identification of the Problem**

The researcher concluded the identification of the problem as follows:

1. The students got difficulties to develop and express the idea in making narrative text writing.
2. Students often do not know how to get starting point for their writing because of their limited vocabulary and poor knowledge of English grammatical rules.
3. The teacher did not used interesting technique

## **C. Limitation of the Problem**

Based on the background of problem, the researcher focused only on The Influence of Using Story Circle Toward Students' Narrative Text Writing Ability of Ninth Grade at MTs Negeri 2 Bandar Lampung in the academic year of 2019/2020.

## **D. Formulation of the Problem**

Based on the background of the problem, the researcher formulated the problem as follows:

Is there any significant Influence of Using Story Circle Towards Students' Narrative Text Writing Ability of Ninth Grade at MTs Negeri 2 Bandar Lampung in the academic year of 2019/2020 ?

#### **E. The Objective of the Problem**

Objective of the research is to find out whether there is significant Influence of Using Story Circle Toward Students' Narrative Text Writing Ability at MTs Negeri 2 Bandar Lampung in the academic year of 2019/2020.

#### **F. Significance of the Research**

##### **1. Theoretically Contribution**

The researcher expected that the result of this research was get valuable information for the English teacher about The Influence of Using Story Circle Toward Students' Narrative Text Writing Ability.

##### **2. Practically Contribution**

After doing this research, the researcher expected that the result of this research are:

- a. To give information to English teacher about alternative technique to improve their students narrative text writing ability.
- b. To motivate the students to be more active in teaching learning process.

- c. To improve creativity in teaching process so that the goal of the learning could be achieved.

## **G. Scope of The Research**

### **a. Subject of The Research**

The subject of the research was the students of Ninth Grade at MTs Negeri 2 Bandar Lampung.

### **b. Object of The Research**

The object of the research was the use of Story Circle towards students' Narrative Text Writing Ability.

### **c. Place of The Research**

The research was conducted at MTs Negeri 2 Bandar Lampung.

### **d. Time of The Research**

The research was conducted at the Ninth Grade at MTs Negeri 2 Bandar Lampung of 2019/2020



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>1</sup> Language is the institution whereby humans communicate and interact with another by means of habitually used oral auditory arbitrary symbols.<sup>2</sup> Many people use language to communicate to one another in their daily life. It is also used to express someone opinions or ideas that have been transferred through messages by using language.

Setiyadi stated that language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching method.<sup>3</sup> It can be concluded that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, ( San Fransisco: Longman, 2000), p.7

<sup>2</sup> M.F Patel and Praveen M. Jain, *English Language Teaching*, ( Sunrise Publisher & Distributor, Jaipur, 2008), p.29

<sup>3</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, ( Yogyakarta: Graha Ilmu, 2006), p.20

In Indonesia, English generally has been learnt by the students since they were in the basic level of education. English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Wilkins stated that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>4</sup> It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations. The comparison between English as mother tongue and as second language is English as mother tongue is a language used in countries where English is the national language and they use for communication in their daily life. Examples of English as mother tongue are American, Australian and English. Whereas English as second language is language used by countries that have two national languages, examples of English as second language are Singapore, Malaysia, and India.

Based on explanation above, it can be concluded that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that she uses as her mother tongue, nor the second language which she uses in her daily life for

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<sup>4</sup> D.A Wilkins, *Linguistics in Language Teaching*, ( London: Edward Arnold Publisher, 1980),p.26

communication that influenced by ideas on the nature of English and Learning conditions.

## **B. Concept of Writing**

### **1. Definition of Writing**

Writing is a language skill which is difficult to acquire.<sup>5</sup> Because in writing, we must have many ideas. It means that in writing the writer must share idea from the brain, it is not easy to translate concept in our brain to be written language. Harmer stated that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order references mastery to help them.<sup>6</sup> It means that, the students should have a lot of knowledge such as grammar book, tenses book, and dictionary to help them to support their ideas or feeling in from of written.

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>7</sup> The students can share about anything in form of written language, because written language can be power from experience of the writer to convey their opinion about some topics. There are many topics that they

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<sup>5</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford, Oxford University Press, 1996), p.3

<sup>6</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31

<sup>7</sup> Ken Hyland, (First Published), *Second Language Writing* ( New York: Cambridge University Press, 2003), p.9

can express in written form. Hyland added that, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.<sup>8</sup>

Writing is difficult subject especially for the students. It causes writing is a mixture of our idea, vocabulary, and also grammar. Raimes stated that there are many elements that should be considered and noticed in producing a piece of writing. For examples content, grammar, syntax, mechanics, organization, word choice and so forth.<sup>9</sup>

In writing, we do not just write one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways.<sup>10</sup> Sometimes writing comes easily, if we are in the right 'mood' or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort: we 'think out' our sentences and consider various ways of combining and arranging them.

Based on explanation above, it can be concluded that writing is difficult subject to acquire. The students should have a lot of knowledge such as grammar book, tenses book, and dictionary to convey their opinion or ideas in written form. Furthermore, writing is an activity to explore our

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<sup>8</sup> Ibid, p.3

<sup>9</sup> Raimes, *Teaching Writing Skill*, (Oxford, Oxford University Press, 1983), p.6

<sup>10</sup> Donn byre, *Teaching Writing Skill* (Harlow: Longman, 1995), p.1



mind to get an idea and express it by symbols letter that is arranged into word form and the word is arranged into sentence form.

## 2. Writing Ability

Writing Ability is very complex process in which great numbers of cognitive and meta-cognitive activities take place. In terms of skills, producing a fluent, coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master.<sup>11</sup>

Writing ability is defined as a productive written language skill. Siahaan stated that writing is the skill of a writer to communicate information to a reader or group of readers.<sup>12</sup> It means that we must have ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly, so it can be understand by the reader.

There are some components that used in scoring writing ability. According to Tribble, the criteria to scoring writing ability are :

- a. Content : The substance of writing ideas express  
(unity), content relevant to the topic.

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<sup>11</sup> David Nunan, *Second Language Teaching and Learning*, ( Heinle, Heinle Publication, 2001 ), p.271

<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics* ( Yogyakarta: Graha Ilmu:2008),p.5

- b. Organization (form) : Ideas clearly stated and supported,  
logically sequence, connective  
appropriately use (cohesion).
- c. Vocabulary : The section of words that suitable with the  
content.
- d. Language : The employment of grammatical forms and  
syntactical pattern.
- e. Mechanic : The use of graphic convection of language  
(demonstrates good command of spelling,  
punctuation, and capitalization).<sup>13</sup>

Those are aspects that can be used by teacher, lecturer, or writer to assess the student's writing. In other words to know students' narrative text writing ability the researcher used the aspects of scoring system as follows: Task Fulfillment/Content, Organization, Vocabulary, Language and Mechanics . To accomplish good writing, the writer also worked hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writing.

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<sup>13</sup> Christopher Tribble, *Language Teaching Writing* ( New York: Oxford University Press,1996)p.130

These are tips that can help to improve writing ability that includes:

1. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns and rules).
2. Express a particular meaning in different grammatical forms.
3. Use cohesive devices in written discourse.
4. Use the rhetorical forms and conventions of written discourse.
5. Appropriately accomplish the communicative functions of written texts according to form and purpose.
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
7. Distinguish between literal and implied meaning when writing.
8. Correctly convey culturally specific references in the context of the written text.
9. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and

synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

#### 10. Brush up on grammar and style<sup>14</sup>

Based on explanation above, it can be concluded that writing ability is an ability to produce written language well which fulfills five aspects of writing, there are content, organization, vocabulary, language, and mechanics. Thus the five aspects of writing must be understood by the students to get good writing. The better way to consistently improve students' work and knowledge of the craft is by practice a lot. These abilities strengthen students writing through study, practice, observation, and self-reflection. And writing is an important means of indirect communication that refers to the productive and expressive activity since in writing the students are expected to be able to express their ideas, feeling and thoughts in written language.

### 3. Definition of Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written

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<sup>14</sup> Brown Douglass, *Teaching by Principles*, (San Francisco, San Francisco State University, 2001), p. 343

in (pen and paper, computer word files, etc).<sup>15</sup> It means that, writing as a process of our mind to produce a good written. Furthermore, in process of writing not only to express our mind in form of written language, but also we should have understand about the message that we want to convey to reader. So, make the reader understand message and get the information.

Writing is a never one step action. Writing as one of productive skills needs a process. This process asks writer to write in sequence stages. Harmer stated that the writing process is the stages that a writer goes through in order to produce something ( a written text ) before to be a final draft. There are four processes of writing.

### **1. Planning ( Outlining )**

In the planning stage, you organize the ideas you generated by brainstorming into an outline. In the planning (outlining) there are stages: (1) making sub list (when you have grouped all of the points into their appropriate sub list, you have created a preliminary outline for a paragraph and (2) writing the topic sentence (finally, write topic sentence).The topic sentence is the most general sentence in a paragraph, it expresses the central focus of the paragraph and (3) outlining (an outlining is a formal plan for a paragraph. In outline, you write down the main points and sub points in the order in which you plan to write about them).

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<sup>15</sup> Jeremy Harmer, *Op.Cit*, p.4



## 2. Drafting

After you finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea
- b) Stick the topic does not include information that does not directly support the main idea
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.<sup>16</sup>

## 3. Editing (Revising )

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotation, examples and the key. In this case, the writer can consider some steps for editing, those are:

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<sup>16</sup> *Ibid*,p.43

- a) Add new ideas to support the topic
- b) Cross out sentences that do not support the topic
- c) Change the order of the sentences
- d) Using the following checklist to revise your paragraph :<sup>17</sup>
  - 1) Make sure you have a topic sentence
  - 2) Cross out sentences that do not relate to the main idea
  - 3) Check to see if the sentences are in the right order
  - 4) Add new ideas if they support the topic sentences
  - 5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

#### 4. Final Version

In this stage, they have produced the final version their writing result. They can submitted by their writing result to their teacher.<sup>18</sup>

The students might decide to represent these stages in the following

Planning → Drafting → Editing → Final Version

Source : Jeremy Harmer, *How to Teach Writing*, ( Edinburg Gate:20040, p.5

<sup>17</sup> *Ibid*, p.44

<sup>18</sup> Jeremy Harmer, *How to Teach Writing* ( Edinburg Gate: Longman,2004),p.4

<sup>19</sup> Jeremy Harmer, *Op.cit*, p.5

Based on explanation above, it can be concluded that writing process is an order process in form of written language based on the rule writing. Nonetheless, written language needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin planning, drafting, editing and final version.

### **C. Concept of Teaching Writing**

Writing is one of language skill in communication. Teaching writing to students is important as the other language skills. Harmer stated, writing as the basic language skill than must be taught.<sup>20</sup> Consequently, teaching writing is essential skill taught in the school. The teacher must be balance on the product or on the process of writing in teaching writing. Brown states that in the process teaching of writing, the teacher must be balance between writing process and writing product. Writing process does most of the following:

1. Focus on the process of writing that leads to the final written product;
2. Help students to understand their own composing process;
3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
4. Give students time to write and rewrite;

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<sup>20</sup> Jeremy Harmer, *How To Teach English ( 2<sup>nd</sup>)*, ( Endindurgh: Pearson Education Limited, 2007) p.112

5. Place central importance on the process of revision
6. Let students discover what they want to say as they write;
7. Give students feedback throughout the composing process ( not just on the final product ) as they attempt to bring their expression closer and closer to intention;
8. Encourage feedback from both the instructor and peers;
9. Include individual conferences between teacher and students during the process of composition.<sup>21</sup>

It can be concluded that in teaching writing, the students must follow the writing process to create their product in written work. In the case, the teacher will lead them to organize their idea by several stages.

#### **D. Concept of Text**

##### **1. Definition of text**

A text is explicit not because it says everything all be itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The write's problem is not just being explicit; the writer's problem knowing what to be explicit about.<sup>22</sup>

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<sup>21</sup> Brown, H. Douglas. Teaching by Principle: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed ). California: Longman, 2001 p. 35

<sup>22</sup> Ken Hyland, *Op.Cit.* . p.8

Anderson stated that text is when these words are putting together to communicate a meaning, a piece a text is created. There are two main categories of texts- literary and factual.<sup>23</sup> It means that text is composition of words in a sentence to write a paragraph of a text that has direction to deliver what the writer means.

Based on explanation above, it can be concluded that text is a composition of words in a written paragraph that should provide correctness information based on the kinds of texts written. It consists of information or knowledge about something to the readers.

## 2. Types of text

Anderson said that texts are divided into two main categories.

There are :

### a. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

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<sup>23</sup> Mark Anderson and Kathy Anderson, *Text Type in English* ( South Yarra, Macmilan Education Malaysia, 1997 ), p.1



### **b. Factual texts**

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include persuasive, recount, response, explanation, discussion, information report, exposition and procedure.

## **E. Concept of Narrative Text**

### **1. Definition of Narrative Text**

Narrative is telling story.<sup>24</sup> Its social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters, and resolution contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as, long time ago, once upon a time, etc. It uses past form.

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution, it means that is writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

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<sup>24</sup> R.K. Sadler and T.A.S Hayllar, *Text in Action I*, an English Workbook, (Macmillan: Macmillan, 2000), p. 12.

Narrative text, since it told a story, is dominantly constructed in past tenses. It is logic because every story happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text.

Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative a movie in which reader see people in action and hear their speak. Therefore, it should be detailed and clear with event engaged in order in which they happened or in some other effective way. In writing a narration, the text achieve the following goal:

- 1) It is unified, with all the action developing a central idea.
- 2) It is interesting: it draws the readers into the action and makes them feel as if they are observing and listening to the events.
- 3) It introduces the four W of a setting who, what, where, and when within the context of the action.
- 4) It is coherent: transition indicate changes in time, location and characters.
- 5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order with events happening in a time sequence.

- 6) It builds toward a climax. This is the moment of most tension or surprise-a time when the ending is revealed or importance of events become clear.<sup>25</sup>

## 2. General Structure of Narrative Text

Derewianka stated that the steps for constructing a narrative are:

- a. Orientation, this is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.
- b. Complication, the story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.
- c. Resolution, in a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is). In short, as stated in paragraph above,

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<sup>25</sup> Alan Meyers, Gateways to Academic Writing: *Effective Sentences, Paragraph and Essays*, (New York: Longman, Inc, 2005), p. 52.

the generic structure of narrative text are orientation, complication and resolution.<sup>26</sup>

### 3. Language Features of Narrative text

Anderson stated that the language features of narrative text are:

- a. Nouns that identify the specific characters and places in the story
- b. Adverb of time ( once upon a time, one day )
- c. Verb that show the actions that occur in the story
- d. Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.<sup>27</sup>

Based on explanation above, it can be concluded that the narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

### 4. Kind of Narrative Text

There are many kinds of narrative text. Emilia stated that there are five kinds of narrative text. They are as follows:

- a. Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse deer and crocodile, the ants and the grasshopper ,etc) .

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<sup>26</sup> Beverly Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 1990), p. 32.

<sup>27</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, ( Melbourne: Macmillan, 1998),p. 3

- b. Legend is a story that is based on fact but often includes exaggeration about the hero, (Sangkuriang, Malin Kundang, the story of Toba, etc)
- c. Fairy tale is a humorous story that tells about impossible happenings, exaggerating the accomplishment of the hero, (Cinderella, Snow White, Pinocchio, etc)
- d. Folk tales, an old story that reveals the customs of a culture.
- e. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society, (Star Ship Trooper by Robert Heinlein, etc)<sup>28</sup>

From that fifth kinds of narrative text mention, in this research will used legend text as material of research.

### **Example of Narrative Text**

#### **SANGKURIANG**

Once upon a time, a beautiful lady named Dayang Sumbi gave birth to a boy which she named Sangkuriang. When Sangkuriang was old enough to hunt, he took his mother's dog Tumang (which according to this legend is an incarnation of a god and also Sangkuriang's father) and ordered Tumang to chase after a boar. When Tumang did not follow Sangkuriang's order, Sangkuriang became very angry and he killed Tumang. He carved out Tumang's heart and brought it back to his mother.

Dayang Sumbi took the heart, cooked it and ate it. When she discovered that the heart belonged to Tumang, her husband, she was overcome with wrath. She sent her son away, but not before she hit him with a spoon and left a deep scar on his head. Sangkuriang travelled around the world. After a long while, he arrived back in his village again without recognizing it. He saw a beautiful lady and fell in love with her. Little did he know that she was his own mother. He asked for her hand in marriage and she agreed.

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<sup>28</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*: Petunjuk Guru (Bandung Rizki Press, 2011), p.4



Dayang Sumbi later realized that Sangkuriang was her son, as she recognized the scar that she had inflicted. She tried to tell him and break off the wedding, but he didn't believe her and insisted to go on with the wedding. Dayang Sumbi then set an impossible condition that Sangkuriang has to fulfill in order to marry her: he should build her a big boat and a lake by damming Citarum river, all within one night, and it shall be finished by dawn.

Sangkuriang agreed to the condition. He built a boat from a large tree, and with the help of spirits, he dammed the Citarum river with landslides. The water eventually rose and filled the plain, turning it into a lake. When dawn was near, he was almost ready. Dayang Sumbi realized this, so she prayed for divine intervention. As an answer to her prayers, the eastern horizon lit up. Deceived by the lights, cocks crowed and farmers rose for the new day, thinking that dawn has broken.

Sangkuriang was also deceived. He thought his endeavor has failed. Angrily, he kicked the boat so that it toppled over. This boat became Tangkuban Parahu mountain (tangkuban means upside down, and parahu means boat). The pile of leftover woods became Mt. Burangrang, and the rest of the big tree became Mt. Bukit Tunggul.

(Source: <http://www.indonesiatogo.com/2009/07/04/the-legend-of-sangkuriang/>)

## **F. Concept of Story Circle**

### **a. Definition of Story Circle**

Story circle is a pair or group-writing activity, which has all the students writing at the same time.<sup>29</sup> It means that, student should be added each other's ideas by partially written stories from student to student, and ideas are generated as students adapt to each new paper.

Story circle is a way of activity in writing that is written by group work. Raimes stated a small group of students can collaborative in teaching of writing.<sup>30</sup> It means that, the activity can be motivated students to improve their writing ability. Lambert stated story circle is

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<sup>29</sup> Jeremy Harmer, *Op.Cit*, p.78

<sup>30</sup> Raimes, *Op.Cit*, p.20

envisaged as a base for mutual collaboration and inspiration in the preliminary creation of the stories.<sup>31</sup> It means that students should add their knowledge to write a story and students can collaborate with their friends to find a new vocabulary.

Based on explanation above, it can be concluded that story circle is an activity to improve their writing ability and story circles increase their confidence to collaborate with their friends.

#### **b. Procedure of Teaching Writing Using Story Circle**

Harmer stated, there are steps of story circle:

1. The students are in a group sitting in a circle. Each group consist of 5-10 students
2. Each group has a blank sheet of paper in front of them
3. The teacher dictates a sentence (example: about legend of sangkuriang)
4. All students write it at the top of paper in 3-5 minutes
5. The students now write the next sentence of the story, which has just been passed to them
6. When they have finished, the teacher asks everyone to pass their paper to the person on their left
7. They all now have to write the next sentence of the story on their paper in front of them

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<sup>31</sup> Lambert, Joe. *Digital Storytelling: Capturing Lives, Creating Community*. Berkeley, CA: Digital Diner Press 2002.p. 151

8. The procedure continues until the paper is returned to the first writer.

9. Lastly, the groups must collect their paper .<sup>32</sup>

Based on explanation above, it can be concluded that story circle can help student to imagine in writing and student can exchange ideas with their group.

### c. Advantage and Disadvantage of Using Story Circle

There are advantages and Disadvantages:<sup>33</sup>

#### 1. Advantages

There are some advantages of using story circle:

1. Story Circle helped them to studying writing
2. The students participated in story circles were more inclined to offer their opinions during discussion, and feel more comfortable to share thoughts and feelings about themselves with their group
3. A story circle is an effective way to improve the students' writing ability, to get to each other, and to honestly share ideas and emotions.
4. They can explore their knowledge with the story circle and
5. Story circle can help and encourage students' mind to write spontaneously

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<sup>32</sup> Jeremy Harmer, *Op, Cit*, p.79

<sup>33</sup> *Ibid* p.83

Based on explanation above, it can be concluded the advantages of story circle, the student can share their ideas in story circle and the student can write spontaneously.

## **2. Disadvantages**

There are some disadvantages of using story circle:

1. Story Circle is unfamiliar to students
2. The class will be noisy because the students work in-group and
3. It needs more energy of teacher in managing the class.

Based on explanation above, it can be concluded the disadvantages of story circle, the teacher must be care with the students to make sure they write the story.

## **G. Concept of Free Writing**

### **a. Definition of Free Writing**

Oshima stated, free writing is a way first to get and then to develop ideas.<sup>34</sup> It means that, free writing is the first step to develop an idea. Briggs stated, free writing has become a staple in teaching of writing as a heuristic for generating idea.<sup>35</sup> It means that, free writing is technique to teach writing for getting ideas in writing.

The students will write without regarding to spelling, grammar, etc. And will make no correction, if the students reach the point when they

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<sup>34</sup> Alice Oshima and Ann Hogue, (Third Edition), *Introduction to Academic Writing* ( New York: Pearson Education, 2007 ), p.15

<sup>35</sup> Briggs T.J., *Towards a Pedagogy of Free Writing*, available at <https://www.hastac.org/Towards-a-Pedagogy-of-FreeWriting>, Accessed on ( May 17,2017 )

cannot think anything to they will write, they will continue write until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Explain from the topic, this technique help the researcher explore a particular subject before putting ideas into more basic context.

Based on explanation above, it can be concluded that the free writing is an activity in which you write freely about a topic because you will looking for a specific focus. It is a simple process that is the basic their discovery techniques.

#### **b. Procedure of Using Free Writing Technique**

Oshima and Hogue stated, there are steps of free writing are :

1. Write the topic at the top of your paper
2. Write as much you can about the topic until you run out of ideas. Include such supporting items as facts, details, and example that come into your mind about the subject.
3. After you have run out ideas, reread your paper and circle the main(s).
4. Take each main idea and free writing again.<sup>36</sup>

Based on explanation above, it can be concluded that free writing technique can help the basic of writer to know how to write first.

#### **c. Advantages and Disadvantages of Free Writing Technique**

##### **1. Advantages of Free Writing Technique**

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<sup>36</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (England: Addison Wesley Long, 1999), p.2698



There are some advantages of using free writing technique:

- a. Students learn not to edit their word or their thoughts
- b. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent no sense for ten minutes. It does not matter.
- c. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

Based on explanation above, it can be concluded that free writing has some advantages by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.<sup>37</sup>

## **2. Disadvantages of Free Writing Technique**

There are some disadvantages of using free writing.

The disadvantages numerous:

1. They can be very time consuming as you often cannot use much of what you free write in your final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.

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<sup>37</sup> AmbarLeaStarfire, Guided Writing Tips: *the benefits of free writing*, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefit-of-free-writing>, Accaddes on December 18.2016,21:11pm.

2. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.<sup>38</sup>

Based on explanation above, it can be concluded that disadvantages of this technique are time consuming, still need an outline before applying of free writing to formal draft. The students must be able to write and think quickly what they to write in order to spend a lot of time and they are need to make sure to create an outline of their free writing. Thus, they can apply it to their formal draft.

#### **H. Frame of Thinking**

English is the most commonly spoken language in the world that must be mastered. By using language people can interacted one another by expressing the idea in speaking and in writing. Writing is a tool of communication between the writer and the reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, find some sentences that have relationship with the topic, etc. So, the teacher must find and use the effective technique or strategies in order to invite the students' interest.

One technique that can be used to overcome the students' in writing skill problem is by using story circle. Story circle is activity that might help the students to explore their creativity and create the learning process to be more enjoyable. In teaching learning process by using story

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<sup>38</sup> *Loc.Cit*

circle the students will be asked to write the first sentence of the story which is dictated by the teacher. Then, the students will continue the story by writing the next sentence based on the sentence given by the teacher and followed by the other group mate until all students inside the group get the turn. That learning activity gives the students new condition on learning English so that, they do not feel bored.

Based on the explanation above, it can be concluded that by using story circle in teaching writing will make good chance for students to develop their writing ability.

### **I. Hypothesis**

The hypothesis of this research as follows:

Ha : There is significant Influence of Using Story Circle Towards Students' Narrative Text Writing Ability.

Ho : There is no significant Influence of Using Story Circle Towards Students' Narrative Text Writing Ability.

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